DOCUMENT RESUME

ED 482 687 SP 041 857

AUTHOR	Brocato, Kay; Franz, Dana
TITLE	A Model for Studio-Based Learning in Teacher Education: Application in Planning and Managing Learning.
PUB DATE	2003-11-04
NOTE	19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 5-7, 2003).
PUB TYPE	Reports - Descriptive (141) -- Speeches/Meeting Papers (150)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Curriculum Development; Higher Education; *Independent Study; Preservice Teacher Education; *Problem Based Learning; Secondary Education; Self Efficacy; Student Centered Curriculum
IDENTIFIERS	*Authentic Learning; Learner Centered Instruction; Mississippi State University; Professionalism

ABSTRACT

ACHIEVE Mississippi was founded at Mississippi State University to infuse problem-based learning (PBL) and studio-based learning (SBL) into the field of teaching. The secondary education program area infused SBL into secondary majors' Planning and Managing Learning class and Methods of Teaching classes. SBL offered authentic ways for teacher educators to simulate cases in which teacher candidates could work toward professionalism. PBL and SBL helped faculty and students practice, in real ways, creating authentic learning spaces using authentic learning techniques, and it offered faculty ways to move away from teacher-centered learning. This paper discusses: SBL and self-directed learning; planning and resourcing a Positive Learning Places Plan unit; conducting the unit using SBL; and assessing the unit. Data from student surveys indicated that students were positive about SBL and its learning components. However, they felt lost, confused, unclear, and frustrated for the first part of the work, and then gradually caught on. The teacher's feelings of efficacy were mixed. The paper concludes that SBL and all it requires is a viable endeavor for secondary education, suggesting that as teacher candidates become aware of the expectation for them to direct their own learning, they may more readily embrace the creativity in the techniques and adopt SBL for their own classrooms. (Contains 10 references.) (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

A Model for Studio-Based Learning in Teacher Education: Application in Planning and Managing Learning

ED 482 687

By

Kay Brocato, Ph.D.

and

Dana Franz, Ph.D.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

DANA FRANZ

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A Paper
Submitted to Mid-South Educational
Research Association
Annual Conference

Mississippi State University

Fall 2004

SP041857

BEST COPY AVAILABLE

Starting SBL and PBL

ACHIEVE Mississippi, the largest grant in the history of the Department of Curriculum and Instruction at Mississippi State University, was funded for the purpose of infusing problem-based (PBL) and studio-based (SBL) learning into the field of teaching. The Secondary Education program area is infusing SBL into subsequent courses for secondary majors first in their Planning and Managing Learning class and next in their following Methods of Teaching classes. In these classes, SBL offers authentic ways for teacher educators to simulate cases in which teacher candidates can work toward professionalism. Specifically, teacher candidates in Planning and Managing Learning class were charged with the ideas of Sagor (2000). He claims professionals (1) attack non-routine problems and do so creatively, (2) hold themselves accountable for using best practice, (3) consider a variety of perspectives when making decisions, and (4) play a significant role in producing knowledge and insights that move their work world forward. These ideas of inspiring professionalism seem to parallel the ideas inherent in SBL. Teacher candidates are being challenged to use SBL as a means of reaching these ideals of professionalism.

An additional goal of PBL and SBL was to practice – in real ways – what faculty continually discussed with students about creating authentic learning spaces using authentic learning techniques. SBL and PBL offer faculty ways to move further away from traditional, teacher-centered learning. With SBL and PBL, faculty teach classes in ways that de-emphasize the role of the teacher and emphasize the role of the learner so that primarily learner-guided activities occur during any given class. Before SBL and PBL in Planning and Managing Learning class, self-directed learning had moved instruction toward more authentic learning for students but still required many crucial, individual learning decisions by the classroom teacher. Students still seemed to wait on the teacher to give them directions for the ways they should go about gathering information, forming hypotheses, testing hypotheses, reflecting on their work and processes, and beginning the inquiry cycle again. SBL seems to provide a better way to

move teachers out of the role of *director* of learning into a role of *guide* to learning so that teachers function as a learner alongside students and truly model practices for teacher candidates.

SBL was chosen over PBL for the first phase of case work since the foundation of SBL involves design issues rather than problems to solve as in PBL. Students were asked to design their ideal classroom. To start the process in Planning and Managing Learning, students began to imagine what their ideal classroom would look, feel, sound, smell, and taste like. The instructor professed to have a plethora of lectures to "throw at" teacher candidates about planning for instruction, designing exciting lessons, expressing classroom behavior norms, establishing proper procedures, individualizing instruction, choosing and using current strategies, assessing all functions of the classroom, etc. SBL, however, teaches that no information on ideal practice would be valuable to students unless they truly *wanted* to know what an instructor had to share and ideally asked for the lectures. If SBL were to work, the method would have to create the context that would help students want to know about current information that would inform their practice.

Studio-Based and Self Directed Learning

For this study, studio-based learning is characterized by a shared learning environment in which ambiguous issues are addressed iteratively through multi-modal analysis, proposition, and critique (Monson and Poros, 2003). Studio-based learning (SBL) was specifically chosen as the model for teacher candidates enrolled in Planning and Managing Learning because both the class and the techniques of SBL center on issues of design. Stressing its theoretical roots in art and architecture, Wolff & Geahigan (1997) explain SBL as focusing on the connection between students' willingness to engage with art and then react and respond to it through designs of their own using a continuing cycle of research, reflection, iteration, reflection, research, reflection, iteration, reflection and so on. This cyclical process used for design in the fields of art and architecture is

also essential for designing planning and managing learning environments. Teachers are constantly engaged in acts of design for their learning environment. Designing lessons, schedules, physical classroom arrangement, etc. is the daily work of teachers. Teachers are expected to constantly engage in designing better and better iterations of learning environments using multiple modes of inquiry. Teachers must perpetually research, reflect, iterate, reflect, research, reflect, etc. to meet the needs of all learners with the environment they design. Each new iteration of this environment requires continued multi-modal analysis for better proposals, which will undergo continued personal and peer critiques. Building a positive learning place is an issue of design teachers face daily. Methods of SBL provide teacher candidates the skills to continually create successful designs.

Teachers are in a position of extreme power over the learners and the learning environment they oversee. Using self-directed, problem-based, and studio-based teaching practices provide an opportunity for teachers to responsibly distribute power over learning and learning environments to students. Ever since Dewey's ideas in Education and Democracy, teachers who value self-directed learning have been developing roles for themselves as ones who guide learning (Dewey, 1916). Self-directed learning allows learners to be more effective learners and social beings as noted in Guthie's (1997) work in which learners demonstrated the ability to search for information in multiple texts, employ different strategies to achieve goals, and to represent ideas in different forms like drawing and writing. With proper planning and implementation, self-directed learning could encourage students to develop their own rules and leadership patterns. Researchers have found that as children grow, they have an increasing desire for autonomy. SBL may be one way of harnessing that natural desire to help achieve a meaningful learning experience that will last through adulthood. (Abdullah, 2001)

Wilcox (1996) defines self-directed learning as a process for learning in which learners take responsibility for planning, initiating, and evaluating their own learning efforts. Even though self-directed learning is usually associated with independent study and with a group of highly motivated experienced learners, she claims its practices are feasible and desirable for all learners in diverse settings, age groupings, and content areas. In her study of university faculty members, only thirteen percent of the faculty described their own attitudes as fully supportive of self-directed learning, and the instructional practices employed by this group did not always show evidence of self-directed practices in their work. (Wilcox, 1996)

The ability to think critically and the willingness and capacity to engage in self-directed learning are considered important prerequisites for lifelong education (Kreber, 1998). As self-directed learning begins to receive a more central place in higher education, little information on preparing students for this approach exists. Ironically, self-direction is not highly practiced as a technique for learning in colleges and universities, and therefore, students have no inclination to engage in learning activities that require a classroom culture shift. Orientation to these practices must be conducted; however, one reason resistance to providing self-directed learning orientation sessions may persist is the contradictory actions inherent in the idea of ***teaching*** students ***about*** self-directedness. Such an orientation practice is not self-directed.

Studies on young children's self-questioning show that very young children ask many spontaneous questions in their search for knowledge, but the focus of questioning changes gradually from knowledge seeking to social functioning while the quantity of self-questioning gradually diminishes during the years of early schooling. Questioning nearly disappears completely by the later school years, and most of the knowledge-based questions are asked by teachers. Results of Glaubman's, et al. (1997) study imply that kindergarten children are capable of using metacognitive thinking and generating high-quality questions, which leads to the idea that kindergarten programs should use more teaching

methods that involve metacognitive skill development, especially cultivating self-questioning skills by children. This research suggests that methods should be used directly by kindergarten teachers and should also be taught at teachers' colleges as a means for cognitive development and to enhance the potential for self-directed learning. (Glaubman, et.al., 1997)

Thomas (1993) suggests that the middle grade years provide opportunity for promoting independent learning because early adolescents are capable of carrying out sophisticated independent tasks and because the institutional culture that promotes independent learning may be in place as part of the middle-school concept. Still, Thomas notes certain features that discourage productive independent learning in middle schools such as test review, handouts, or worksheets, features that should be replaced with extensive performance feedback and challenging practice exercises that encourage self-directed and independent learning.

Planning and Resourcing the Unit

In a unit entitled Positive Learning Places (PLP), students were asked to design a positive place for high school students to learn. Learning tasks asked for students to consider ideal physical settings, ideal resources, ideal modes of communication, ideal funding sources, a real target population to serve, and other facets of an ideal classroom they would someday create as a classroom teacher. Table I provides PLP learning objectives in detail.

OBJECTIVES:
The teacher candidate will:

1. Continue the self-actualization process in developing skills and in preparation for formal assessment as a professional educator, specifically with regard to planning for teaching and managing classroom behaviors. INTASC #7,9; CFPO e,f

2. Specify strategies necessary to plan, implement, and maintain a positive, safe and healthy, and interactive learning environment that includes management and monitoring techniques for classroom procedures, managerial tasks within lessons and generating techniques that maximize on-task behavior. INTASC #4; CFPO e

3. Discuss why pre-teaching planning is necessary and list those things that need to be planned, including planning for professional development. INTASC #7; CFPO e

4. Discuss and create a unit plan for long range pre-teaching planning including:
   a. Decisions concerning content to be studied.
   b. The development of long-range goals and objectives.
   c. Developing activities to achieve long-range goals and objectives.
   d. Evaluating long-range goals and objectives. INTASC #7;CFPO e

5. Demonstrate effective skills of instructional planning, which include:
   a. Gathering pertinent information about pupils and their home/community environment.
   b. b. Discussing the data needed for developing a teaching unit.
   c. c. Developing an appropriate content outline for a specific concept in his/her area of expertise.
   d. d. Formulating objectives stated in behavioral terms in his/her area of expertise.
   e. e. Describing teacher and pupil instructional activities that complement special objectives.

6. Demonstrate an understanding of the variables involved in the selection and implementation of the following pro-active effective behavior/management strategies:
   a. Classroom management designs
   b. b. Behavior management designs
   c. c. Socioemotional designs
   d. d. Group process designs
   e. e. Cultural diversity and discipline

7. Develop a knowledge (by listing) of a repertoire of teaching and learning strategies which enhance learning among students with different learning styles and academic and needs. INTASC 3; CFPO b,h

8. Specify strategies to incorporate and to avoid when teaching in a multicultural classroom. INTASC 3; CFPO b,h

9. Demonstration of effective use of technology in
   a. Localization of available resources
   b. Utilization of lesson plans on the internet
   c. c. Implementing technology for planning and instruction. INTASC #6;CFPO j

10. Demonstrate the use of facilitative skills with appropriate attending behaviors, active listening, and responding. INTASC 4,6; CFPO g

11. Demonstrate competency in planning and describing the following tasks related to effective direct instruction:
   a. The teacher as an active director of learning.
   b. The use of more than one type of learning activity.
   c. The use of audio/video aids and concrete materials.
   d. The use of contemporary technology for instruction.
   e. Motivating the student.
   f. The physical environment. INTASC 4; CFPO e

Table 1: Learning objectives from EDF 3243 Planning and Managing Learning syllabus

In previous semesters, students had been asked to create a PLP and were directed through the assignment using more traditional teacher-centered approaches. With the SBL approach, learning goals, objectives, and tasks were connected by several original SBL tools that created authentic context for the design case. To make the task authentic, several resources were produced. SBL requires real-life design issues, so the original tools were designed to create an authentic sense of urgency. Several resources were created to make the design issue come to life. Table 2 provides a listing of resources produced for the unit.

BEST COPY AVAILABLE

1. Call for applicants from Bushayalla School District
2. Interview itinerary including panelists to serve as interviewers
3. PLP handout from a former workshop led by Bushyalla superintendent
4. SBL Case
5. Centers with PLP document ideas
6. Response sheet for Bushayalla document review panel
7. Self/Peer critique form

Table 2: Original resources to make PLP design case authentic

To make the design case come to life, college officials were enlisted to deliver the SBL documents to students. The head of the Department of Curriculum and Instruction interrupted class briefly to begin the SBL unit. She explained the call for applicants from Bushyalla School District (item 1 from Table 2). Next, the Dean of the College of Education stopped into class, unannounced, to provide SBL tools to the class (items 2 and 3 from Table 2). He explained an interview itinerary and a workshop handout he felt might help our teacher candidates prepare for the SBL task. Then the classroom teacher delivered the SBL case. Table 3 give the case as presented to students.

A Case for a Positive Learning Places Plan

You have been summoned to become a teacher for the most progressive school district in the state of Mississippi (and probably the country). The process will be competitive, but the district has promised to give at least 30% of the teaching jobs to first-year teachers in an effort to ensure that current, innovative, research-based best practice infiltrates the high school. By the way, these jobs will be the highest paying in the state. You must create on paper a positive learning places plan (PLP) as part of the application packet. You will be asked to present this plan as part of your interview. Thank goodness your teacher education program has provided you with some critical friends/colleagues to help you get this plan down on paper. Your professor in EDF 3243 Planning and Managing Learning has offered very valuable class (studio) time for you to prepare this piece. By Tuesday, September 30, 2003, prepare a first iteration (draft) of at least one piece of your document. Be prepared to add more documents to your PLP as you learn more about positive learning places and more about the Bushyalla district.

Table 3: SBL Case

The next resources presented to the class consisted of 10 PLP centers. Table 4 provides a listing of center themes. Centers consisted of file folders filled with resources designed to lead a student through a process of creating one piece of a positive learning places plan. Centers contained a mixed variety of

1. Classroom procedures
2. Group/classroom norms/rules
3. Reinforcement Study
4. Competition in Classroom
5. Teacher Dissatisfaction
6. Scholarly research for classroom management
7. Change theory in a teachers' paradigm
8. Effective teacher research
9. Correspondence to students/principal/parents/substitutes/community members
10. Individualizing instruction

Table 4: PLP center themes

tools like a handout to explain the center with suggested actions (see Table 5), research articles, books, newspaper clippings, policy documents, work samples, and videos tapes. Students were given studio time to explore these resources as ideas for producing a positive learning place plan. Students were also given an opportunity to add new centers or to add helpful information to existing centers.

PLP IDEA 8

COMMUNICATING YOUR COMMITMENT

The very best positive learning place plan will not work if the teacher is the only person aware of the plan. Chapter 12 in our Eby text provides support for work in communicating with your school community. Read pages 294 through 308 at a minimum to understand how important your ability to relate to the public will be for you as a teacher.

Actions:

Review the Mock Letters
- Critique mock letter
- List Pros & Cons and prepare to present them.
- Discuss
- Write a letter of you own.

Devise a Fall Open House plan
- Write an invitation or a promotional flyer for the event.
- Write out an agenda for the meeting
- Discuss and plan something that WILL get parents out to the school.
- Tell, in writing, how you'll do this.

Be a parent
- Write a description of your child.
- Use the info. On pages 299-305 to help you
- Use what you know about a parent's perspective

Home visits and Phoning Home
- Write a doable plan for contacting each and every parent of each and every student under your care

Table 5: PLP center/idea activity handout

BEST COPY AVAILABLE

The final original resources were developed to provide a standards base for students to use in evaluating their PLP. The Response Sheet for the Bushayalla School District Document Review Panel and the Self/Peer Critique Form were provided to students so that students were aware of the standards by which their PLP would be measured. Because teacher education programs seek to address a candidates' content knowledge, teaching, and disposition, so should each class activity in a teacher education program. Therefore, the PLP project was measured by a rubric addressing teacher reflection, use of professional language of teachers, and accuracy of content to best-practice research. Document construction and language convention were the final components evaluated with the rubric; these were included as important measures for communication of document content. These pieces are fully discussed in the "Assessing the Unit" section of this paper.

Using SBL- Conducting the Unit

The Positive Learning Places Plan unit was introduced with a lecture to define SBL to students. Taylor and Burgess (1995) claim an orientation prepares the learner for an approach to learning that may be new to him/her and that may involve changes to established habits and expectations of learning. They argued that an orientation to self-directed learning strategies like SBL is important if true self-directedness is to develop. This orientation was also advised during the ACHIEVE Mississippi workshop as an important component for SBL success. ACHIEVE Mississippi suggests lecture method for an orientation on SBL history as the best method so that SBL is explained with students in a traditional, straightforward manner within a typical college student's level of comfort. As SBL techniques were used to deliver course content, students continually engaged in dialogue about their understanding of the SBL techniques.

After a general overview of SBL was provided to students, the casework began. The resources describing the case were strategically distributed to

students each class meeting. Distributed first was the document calling for teachers applicants to a new, innovative school district that was federally funded and prescribed to serve a diverse population in the Mississippi Delta. The case provided a scenario in which teacher candidates were to create an ideal classroom with most anything they could dream for as a teacher. The district was to be wealthy with vast community support to provide teachers with any learning tools they felt were necessary.

Once all the tools were distributed, students began to meet for class in a studio fashion. Groups of students were arranged so that candidates could consider multiple perspectives about their design. Studio work in the classroom was less than productive. Students seemed to be challenged by the vast nature of the project. SBL requires an ambiguous design issue, but the PLP seemed to be overwhelmingly ambiguous. To provide some context to the case, the centers described in tables 4 and 5 were introduced. After several days of describing the centers and offering students the opportunity to interact with some concrete ideas, PLP samples from students in previous semesters were brought in and discussed with students. The final piece, which was intended to engage students in studio study of this ambiguous design issue using multi-modal analysis, proposition, and critique (Monson and Poros, 2003), was the rubric providing the standards for the PLP. The rubric was offered as a review sheet for the interview committee at Bushayalla High School.

Assessing the Unit

The PLP was assessed holistically using standards arranged in a hierarchy in which the highest performers would be teachers that a parent might choose for their own child's classroom teacher. This level of the performance rubric is provided in Table 6. The second level in the sequence consisted of teachers an interview panel would choose for Bushayalla (an optimal school district), and the third-level candidates were those described as teachers who were acceptable for the teaching profession but not in the ideal Bushayalla system.

This is a TOP Candidate! This is the teacher you want for your child!!!
The paper is rich with reflective voice/detail (reflective comments are present with each point, in introduction, and in conclusion)
Emphasizes main points effectively; Has no problems with the main point of each piece chosen for discussion; gives fully developed description which is clear, concise, and a pleasure to read
Takes obvious care of readers; leads the reader through the plan and through each piece with excellent introduction and conclusion; tone, design, and extent of details beyond reproach; has a minimum of 5 separate pieces in the plan
1. Makes excellent, well integrated use of detail; Gives **BOTH** a personal **AND** a research detail (this means you reference a credible educator, researcher, writer) with each piece and sometimes more than one instance of each. 2. Makes immense/frequent use of information about NBPTS 3. Makes immense/frequent use of information about National PTA 4. Makes immense/frequent use of information about Bushayalla School District 5. Makes immense/frequent use of information about developmental appropriateness (awareness of the developing nature of high schoolers= withitness) of practice 6. Makes mention of attending to individual differences in some way more than once in the piece
Has no more than one grammatical/mechanical error and no serious ones
Uses length constraint as an advantage = minimizes empty verbiage, maximizes precise professional language
Convinces the reader you are a teacher

Table 6: The top level of the PLP performance rubric

Student Perceptions of SBL for PLP

To date, a survey has been given to 26 students: 6 African-American females, 12 Caucasian males, and 8 Caucasian females. All were secondary teacher education majors with the following content emphasis: 3 math, 5 science, 8 social studies, 3 speech/language arts, 1 technology, 6 physical education-teaching/coaching. Twenty-three respondents have offered feedback on using SBL for the PBL project in Planning and Managing Learning class. Demographic data was not gathered on specific respondents in order to protect the participants and to maintain their anonymity. The following table provides descriptive data from the survey.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
I enjoyed our work that led up to the Positive Learning Places Plan (PLP)		5	6	12	1
I felt prepared to assemble the PLP.	2	4	3	13	1
I learned from our Studio-Based Learning work.	1	2	16	5	4
Peer critique sessions were useful.	2	2	2	7	10
I learned from Peer critique sessions.	1	2	5	8	6
Mini lectures were useful.			4	14	4
I learned from mini-lectures.			4	13	5
Pin-up sessions were useful.	2	2	2	11	6
I learned from pin-up sessions.		3	3	14	3
Guest/student presentations were useful.			5	11	7
I learned from guest/student presentations.			3	15	5
Reading on my own was useful.	1	2	5	12	3
I learned from reading on my own.	1	2	5	11	4
Self-discovery of content was useful.	1	1	2	12	7
I learned from self-discovery of content.	1	1	2	12	7
I feel more prepared to manage a classroom as a result of PLP work.	1	1	3	13	5
My grade is probably better on the PLP because the preceding SBL teaching suited my learning needs more readily.	2	2	7	8	3

Table 7: Survey responses concerning using SBL to teach PLP

The most interesting findings appear in the areas where students were involved in lecture type settings – that is, where the learner's role is to take information given by one other leader/speaker. From the survey, lectures and presentations were the most preferable parts of SBL. No respondents disagreed or strongly disagreed that mini-lectures or presentations were used and inspired learning. Since all statements concerning SBL were worded in the affirmative towards a preference for SBL, a tabulation of responses can be used as a general measure of overall preference for SBL. Two hundred and seventy-two "agree" or "strongly agree" responses were provided for statements affirming SBL and its learning components; 77 "neither" responses were provided for statements affirming SBL and its learning components; and 44 "disagree" and "strongly disagree" responses were provided for statements affirming SBL and its learning components. As participants are further added to the study, more comprehensive study of these results will occur using both selected response items listed above and the constructed response items that provide insight into

these selected response items. Currently, general themes in the constructed response section of the survey indicate that although students favored SBL in some ways, they generally felt "lost," "confused," "unclear," "frustrated," and "uncertain" for the first part of the work, and then felt they "gradually caught on" by the end of the process. A theme of "I was uncomfortable at first and didn't like SBL because I have become accustomed to teachers expressing exactly what they were looking for" was prevalent in the data set.

Teacher Self-Efficacy and Emerging Questions

The teacher's feelings of efficacy were mixed. The overall mean score of the projects was 79%, down from PLP scores in previous semesters. As is central to SBL, though, students will have an opportunity to offer additional iterations of their work to better meet the standards and thus raise their scores. Other issues that affected the teacher's feelings of efficacy were as follows:

- Class time seemed to be less focused and productive than with teacher directed learning, and students seemed confused with the work.
- Reviewing the work of previous students seemed to inspire PLP work.
- Students seemed to lack the ability to take the design issue in new and different directions resulting in projects with vastly overlapping pieces.
- Time to evaluate is greatly increased by SBL.

Constructing the PLP in previous semesters using teacher-directed strategies of lecture, discussion, demonstrations and cooperative grouping provided structure to the task. In these incidences, students were given teacher-directed constructs around which to gain an understanding of what a positive learning place can be. Class meetings included information for the teacher to share, tasks for learners to complete, conversations in which students should engage, all directed by the teacher. These frameworks for class meetings were structured and scripted by the classroom teacher and were, therefore, designed to be highly productive. Students were rarely confused by what went on in

class, and work was more prevalent. At times with SBL, in-class studio time seemed to lack focus as students talked with one another about surface-level issues of the PLP but rarely plunged into the deeper issues of creating a learning environment. Conversations about group norms, time management, procedures, developmental issues of high schoolers, etc. were much rarer than in previous semesters. As the time we could legitimately allot to the PLP was drawing to a close, sparks in student understanding began to fly. Questions from one student yielded feelings of extreme self-efficacy for the teacher. This student asked,

> I have a few questions about the demographics. On the memo from Ima Hooknows, it says, "Bushyalla Reservation is a newly established Native American territory in the Mississippi Delta subsumed in Sunflower County." Does this mean that the students will be Native American? I remember from my Foundations class that some schools founded on reservations can only have Native Americans; is this true? If so can I assume that my students will be Native American? The reason I ask is because the values of Native Americans can differ from the norm of the Delta values. Also, I found the five core propositions for the National Board. I will bring a copy to class Wednesday.

Given this correspondence, clearly students were beginning to realize the nature of design in the work and the technical nature of their projects. In past semesters, likely no student had wondered about issues in such a real way since the task for design was distributed to them like a recipe. Students began to realize the creative nature of the work. In future semesters, efforts will be made to get to this point of creativity much earlier.

Also of concern was the students' apparent inability to take the design issue in new and different directions resulting in projects in which pieces vastly overlapped. Once the performance rubric was distributed and students were allowed to view the work of previous students, they were prompted to begin iterating their own pieces. This seems to mean, however, that students were teacher-led toward design standards instead of being creative toward the

positive learning place ideas they had. Roxburgh and Bremner (2001) criticize SBL because the strategy encourages students to participate in "mimicry," which means that the work students produce shows no consideration of history, reigning theory, or research. Students' research consists merely of photocopying pictures to mimic. "Mimicry of Actions" is the opposite of the very nature of design. The two concepts can coexist, but mimicry and design have few overlapping components. Ways to inspire original production of the PLP need further work.

Furthermore, time to assess the work increased significantly with SBL. Understanding how to use peer and self-critique functions of SBL effectively is essential to manage assessment of the work. SBL should be driven by students' personal standards, which should require them to produce above and beyond what the teacher's standards required. Inspiring this sort of self and peer critique will take time to develop. Without this function, assessment would be too overwhelming for a classroom teacher and would be counter to SBL principles of self-directedness.

As faculty members begin to use SBL, questions emerge about classroom instruction:

- Can SBL work in fifty-minute time segments, 3 times weekly?
- Will teacher candidates embrace such a method that is counter to the techniques used in their past schooling and in which they have been so successful?
- Is assessing SBL appropriately possible given a faculty member's current course load and research expectation?

As the Department of Curriculum and Instruction at Mississippi State University continues to infuse SBL into teacher education, some relevant questions must be addressed:

- How can a culture which supports SBL be better developed?
- Is the change toward SBL of significant value to teacher candidates?
- Will the method move teacher candidates toward more professional behavior?

SBL and all it requires continues to seem a viable endeavor for the Secondary program area. Practicing the method in the Planning and Managing Learning class and working to infuse the technique into following methods of teaching courses will help to build the culture so necessary to support the work. As teacher candidates become aware of the expectation for them to direct their own learning, perhaps they will more readily embrace the creativity in the techniques. More importantly, teacher candidates may adopt SBL as a viable strategy for their own classrooms and inspire self direction and a disposition in their students to direct their own personal learning throughout their futures.

Dewey, J. (1916) Education and Democracy (New York, Macmillan).

Glaubman, R., Glaubman, H., & Ofir, L. (1997). Effects Of self-directed learning, story comprehension, and self-questioning in Kindergarten. Journal of Educational Research, 90, 361-374. ERIC (EJ551378)

Kreber, C. (1998). The relationships between self-directed Learning, critical thinking, and psychological type, and some Implications for teaching in higher education. Studies in Higher Education, 23, 71-86. ERIC (EJ565306).

Monson, C. & Poros, J. (2003). ACHIEVE Mississippi: Studio Based Learning Workshop, Giles School of Veterinarian Medicine, Mississippi State University.

Roxburgh, M. & Bremner, C. (2001). International Journal of Art and Design Education, 20, 1

Sagor, R. (2000). Guiding School Improvement with Action Research. Virginia: Association for Supervision and Curriculum Development.

Taylor, I., Burgess, H. (1995). Orientation to self-directed Learning: paradox or paradigm? Studies in Higher Education, 20, 87-98. ERIC (EJ503299).

Thomas, J. (1993). Promoting independent learning in the Middle grades: the role of instructional support practices. Elementary School Journal, 93, 575-591. ERIC (EJ464544).

Wilcox, S. (1996). Fostering self-directed learning in the University Setting. Studies in Higher Education, 21, 165-176. ERIC (EJ529614)

Wolff, G. & Geahigan, W. (1997). Art Criticism and Education, Chicago University of Illinois Press.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC Educational Resources Information Center

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: A Model for Studio-Based Learning in Teacher Education: Application in Planning and Managing Learning	
Author(s): Kay Brocato, PhD & Dana Pomykal Franz, PhD	
Corporate Source:	Publication Date: 11/04/03

II: REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below will be affixed to all Level 2A documents	The sample sticker shown below will be affixed to all Level 2B documents
PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY Sample TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 1	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY Sample TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 2A	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY Sample TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 2B
Level 1 ☑	Level 2A ☐	Level 2B ☐
Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.	Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only.	Check here for Level 2B release, permitting reproduction and dissemination in microfiche only.

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: Dana Pomykal Franz	Printed Name/Position/Title: Dana Pomykal Franz, PhD, Asst. Prof.
Organization/Address: Mississippi State University, C&I, MS 9705, Mississippi State, MS 39762	Telephone: 662-325-7117 FAX: 662-325-7857
	E-Mail Address: df76@colled.msstate.edu Date: 11/5/03

(Over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: info@ericfac.piccard.csc.com
WWW: http://ericfacility.org